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ABSTRACT

Acknowledging changes in educational theory, research, and practice that inevitably determine the emphases in preservice teacher education programs, these updated guidelines give teacher preparation policymakers, state and local education leaders, and the public an overview of the knowledge, skills, and attitudes a teacher education graduate needs to begin a career in the classroom. Following an introductory chapter that relates the 1986 guidelines to current aims of language arts instruction, the document is divided into two sections. The first part identifies and defines the knowledge, pedagogical abilities, and attitudes that teachers of English language arts must acquire and develop through their preservice programs knowledge required includes language development; composing and analyzing language; reading and literature; nonprint media; instructional media; evaluation; and research. Pedagogical skills include instructional planning, strategies, and assessment; instruction in oral and written language, reading, literature, and nonprint media, and in language for learning; and instructional uses of emerging technologies; attitudes include concern for students; adaptability; and professional perspective. The second section discusses the kind of campus-based and field-based learning experiences prospective teachers should have during their preservice education and outlines the nature of a preparatory program that incorporates the contents of the first part in the educational experiences of prospective English language arts teachers. (HOD)

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National Council of Teachers of English
1111 Kenyon Road, Urbana, Illinois 61801

# GUIDELINES FOR THE PREPARATION OF TEACHERS OF ENGLISH LANGUAGE ARTS

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# ACKNOWLEDGMENTS

This revision of NCTE's 1976 *Statement on the Preparation of Teachers of English and the Language Arts* was more than two years in the making. During that period of time, the Standing Committee on Teacher Preparation and Certification invited numerous commissions and other groups in the Council to offer suggestions about what directions the revision should take. They responded in very helpful ways, and the Committee herewith expresses gratitude for the responses and to the people who made them. Without the serious and thoughtful expressions of interest in our Committee's work, the revision would not have been possible.

As chairperson of the Standing Committee on Teacher Preparation and Certification, I must also use this space to express gratitude to members of the Committee itself—all of whom worked hard, responsibly, and well. While every member contributed much time and energy to the Committee's task, several deserve special mention. Ruth Cline, past chairperson of the Committee, actually began the work and gave much needed help to her successor. The special subcommittee which brought this revision from a mere collection of ideas to a coherent, final form included Bonnie Chambers, Kristin Marshall, Carol Pope, and Robert Small. The Committee's work would never have progressed so smoothly nor been considered so clearly without the help and advice of Charles Suhor, NCTE's Deputy Executive Director. The timely words of encouragement from Theodore Hipple, an *ex officio* member of the Committee and representative from the Conference on English Education, were always appreciated. To the many others who helped—mentioned and unmentioned—we are indeed grateful.

It is the hope of the Standing Committee on Teacher Preparation and Certification that the document's new title, *Guidelines for the Preparation of Teachers of English Language Arts*, will give the contents of the following pages an authoritative tone. At a time when teacher education programs in this nation and abroad are themselves undergoing much revision, it is important that guidelines developed by professional organizations of teachers be available to those who are both directly and indirectly involved in forging the new approaches. While many effective programs may have different emphases and appearances, programs for preparing teachers of English language arts should reflect the elements contained within this document.

Denny Wolfe, Chairperson
NCTE Standing Committee on Teacher Preparation and Certification

# GUIDELINES FOR THE PREPARATION OF TEACHERS OF ENGLISH LANGUAGE ARTS

# INTRODUCTION

During every decade in its seventy-five-year history, the National Council of Teachers of English has advanced recommendations for the preparation of teachers of English language arts. Working from a rich tradition of ideas about teacher education, the Council has developed various recommendations in response to changing educational conditions, new perceptions of the nature of English education, and emerging views on the essential components and arrangements of teacher education programs. The cycle of change inexorably continues; hence, NCTE periodically reconsiders the preparation of teachers of English language arts and offers new perspectives—perspectives which derive from a dynamic educational environment.

NCTE's previous document on English language arts teacher preparation, *A Statement on the Preparation of Teachers of English and the Language Arts* (1976), took particular care to identify changes—in English education, in teacher education, in the teaching environment, and in the world at large—which necessitated a new perspective on teacher preparation. Since 1976, however, there have been additional changes in the educational environment which once again prompt a reconsideration of English language arts teacher education. Accordingly, the NCTE Standing Committee on Teacher Preparation and Certification—at the direction of the NCTE Executive Committee—has revised the 1976 *Statement*.

## Emerging Issues in English Language Arts Education

This revision, like other such NCTE documents which precede it, acknowledges changes in educational theory, research, and practice that inevitably determine the emphases in preservice teacher education programs. Since the 1976 *Statement*, several factors have emerged or intensified—factors which must be considered in any document advancing recommendations for English language arts teacher education programs. Among these factors are the increased use of standardized testing for both students and teachers; the growing influence of psycholinguistics and sociolinguistics on the teaching of English as a second language; pedagogy for exceptional students; recent developments in technology, especially the microcomputer and calls for "computer literacy"; a variety of learning theories in composition, accompanied by process-oriented approaches to the teaching of writing; influential literary theories developed since the "New Criticism"; research investigating connections between language and cognition; and the language-for-learning movement.

Coupled with these rather focused changes in the educational environment is a more general interest in improving American education. In the early 1980s, a spate of reports documented and analyzed the state of contemporary American public schooling, among them *High School: A Report*

*on Secondary Education in America* (1983), *A Place Called School: Prospects for the Future* (1983), *A Nation at Risk: The Imperative for Educational Reform* (1983), and *Horace's Compromise: The Dilemma of the American High School* (1984). These and other reports called for radical reforms of public school curricula and of the preparation and professional advancement of teachers.

In addition to calling for large-scale educational improvements, some of the national reports acknowledged—indeed, emphasized—the centrality of language study at all educational levels. Literacy is promoted as an essential goal to be attained by all American schools, and language competence is perceived as a necessity if students are to develop into adults who can creatively and productively contribute to a complex technological society. Also, the importance of writing, because of its perceived relationship to clear thinking, is affirmed by many of the reports; the value of literary study is reasserted, because it can impart our cultural heritage, promote understanding of other cultures, and provide insight into lasting human values; and the need to develop students' speaking and listening skills is emphasized, so that students can function as full participants in a democratic society.

NCTE, in its statement on the *Essentials of English* in 1982, also emphasizes the significance of the study and uses of English, noting that "skillful use of language may be the single most important means of realizing the overarching goal of education to develop informed, thinking citizens." What the various reports seem to highlight, then, is the centrality of English language arts education in school curricula at all educational levels, with language and literary study perceived as the humane center of the curriculum.

But besides asserting the significance of language study, the national reports also recommend serious reconsideration of practices in teacher education. This recommendation comes at a time when federal support for large-scale reforms is uncertain and when state legislatures perceive that it is their responsibility to respond to public demands for a higher quality of teacher education in the states. The need to deal with problems of teacher education is further compounded by predictions of significant teacher shortages in English language arts by the early 1990s.

There exists, then, an educational climate in which teachers have become aware of problems in their professional status and working conditions, and of the tangible and intangible benefits of their chosen careers. Yet, concurrently, the public is calling for more and better education, both for students and teachers. In this environment it is important for NCTE to affirm what it believes to be significant in the preparation of teachers of English language arts; at the same time, NCTE is obliged to suggest guidelines for others to follow in developing programs that prepare teachers of English language arts at all instructional levels.

**Toward Defining English Language Arts Preparation**

Fundamental to any document on the preparation of English language arts teachers are the definitions of English and of teacher education on which recommendations are based. The present revision largely reaffirms the view of English which the 1976 *Statement* presented while reflecting the

more recent view that all language processes are integrated and, hence, that language study should be approached holistically.

The 1976 *Statement* eloquently summarized the view prevalent in the late 1960s of English as process and activity. Through this perspective, English is viewed not only as a body of knowledge but also as a process, an activity—something one does. That is, one uses and responds to language in a variety of ways and in a variety of contexts. Teaching English and language arts as process and activity, then, requires the building of student-centered, interactive classroom environments.

The notion of English as process has inevitably affected approaches to the teaching of language and literature. Literary studies have moved from close textual analysis—the "New Criticism" approaches of the 1950s and 1960s—to contemporary schools of literary theory, such as structuralism, semiotics, and reader-centered criticism. Response-centered curricula, particularly, reflect many teachers' beliefs in the affective values of English study. That is, many English language arts teachers now agree that by experiencing and using language in a variety of contexts, students achieve personal growth: they respond to their experiences and learn about their world, their feelings, their attitudes, and themselves.

Language study now centers on the processes through which students develop and use oral and written language. In this case, the idea of "English as process" means that rich and varied oral language experiences offer students opportunities to understand how language serves their own needs, just as it affects their environment. Developing students' understanding of their own language processes is also a significant aim of the English curriculum. Here students use aspects of composing—including, for example, prewriting, writing, revising, editing, and evaluating—to develop written discourse. At the same time, oral language processes—such as brainstorming and discussing—play an important role in helping students explore and develop their ideas. Promoting students' use of oral and written language further means that they must be given time to reflect on their language and to use it for learning throughout the curriculum and across age and grade levels.

Another development in the process-oriented view of English is that teachers and researchers now emphasize more than ever the interrelatedness of all language abilities: speaking, listening, reading, and writing. A holistic perspective on English, in which the language arts are fully integrated, is rooted in contemporary research and theory which explore the relationships among linguistic, cognitive, and affective processes: the active and constructive nature of reading and listening, the interrelatedness of language with literature and composition study, and the centrality of language in learning.

The idea that English includes whatever one *does* with language has also broadened the activities of the English classroom beyond what many might have envisioned a generation ago. A few examples from contemporary curricula illustrate this point. "Dramatic" activities, such as improvisation for the enhancement of literary texts, are now encouraged as instructional practice at all academic levels. For many teachers, oral language is as much a concern as written language. The media, especially nonprint media,

occupy legitimate places in the curriculum. Contemporary literature and popular culture command the attention of many teachers and students, alongside Shakespeare, Fielding, Dickens, Austen, Eliot, Emerson, Woolf, and Frost. Indeed, the body of literature considered worthy of attention in schools has been extended dramatically to include works for children and young adults, as well as more works by minority writers and women—groups who received little specific attention in curricula developed before the 1960s.

**Delineating Preservice Education**

The present revision reflects the aforementioned changes in focus. It also reconsiders the questions in the 1976 *Statement* about sites for the preparation of English language arts teachers. The 1976 *Statement* noted that some of those who direct teacher education programs wonder whether the college campus is the best place to prepare teachers for the schools. These educators suggest that numerous and varied field-based experiences in teaching are essential to a teacher's preparation. Accordingly, these persons call for getting prospective teachers into the schools more often—for having them serve as apprentices in a variety of ways and thus learn the profession from skilled, experienced, and imaginative teachers. As a result, in many parts of the country teacher education programs are strongly "field-based"—i.e., they include varied experiences in the schools, despite the fact that the superiority of field-based programs to more traditional programs has yet to be clearly substantiated.

This document, like the 1976 *Statement* and earlier NCTE recommendations, takes for granted that the education of teachers of English language arts is a continuing, lifelong process. No prospective English language arts teacher can attain, through an undergraduate teacher education program or even a program leading to permanent certification, a total command of the art and science of teaching; therefore, teachers should not consider their preparation ended when they receive permanent certificates and tenure in their jobs. Teaching involves the growth of an individual as a professional, as a scholar, and as a human being—growth which develops only through experience in teaching and through lifelong learning.

Nevertheless, the Standing Committee on Teacher Preparation and Certification believes it important to distinguish between preservice and in-service education. The preservice teacher education program should initiate and develop certain knowledge, pedagogical abilities, and attitudes which will be the foundation for the teacher's subsequent professional career—for the English language arts teacher as scholar, decision-maker, and agent of curriculum change. Consequently, the present document advances recommendations for the essential elements of a preservice education program.

At the same time, this document does not suggest any particular scheme for arranging the elements in a preservice teacher education program, nor does it delineate a specified number of courses or credit hours which all prospective teachers of English language arts must complete in their undergraduate programs. Many arrangements for educating teachers of English language arts already exist or are being proposed, including traditional baccalaureate programs, extended preparatory programs, emergency certification programs, and alternative certification programs. Regardless of the

structure of any given teacher education program, however, the Standing Committee on Teacher Preparation and Certification believes that the preparatory emphases set forth in this document should prevail. By delineating content and experiences essential to foster the knowledge, pedagogical abilities, and attitudes significant for preservice education programs, this statement allows latitude for creative development of specific courses and sequences by teacher education institutions.

The essential preparatory elements advanced in this document generally apply to the preservice education of both elementary and secondary school teachers. Nevertheless, distinctions are frequently drawn between elementary and secondary preservice education, particularly in the annotations of items under "Knowledge," "Pedagogy," and "Attitudes" presented in Part I of the text. These distinctions reflect different emphases which should obtain in preservice education programs because of the unique responsibilities, demands, and circumstances of each educational level. Despite such distinguishing features, however, the essential elements generally apply to the education of both elementary and secondary teachers of English language arts.

**Organization of the Document**

Beyond the present introduction, this document consists of two major sections, each addressing a different aspect of the preparation of teachers of English language arts. Part I identifies and defines the knowledge, pedagogical abilities, and attitudes which teachers of English language arts must acquire and develop through their preservice programs. The "Knowledge" portion of Part I discusses what teachers of English language arts need to know about language development, composing and analyzing language, reading and literature, nonprint media, instructional media, evaluation, and research. "Pedagogy" includes instructional planning, performance, and assessment; instruction in oral language, written language, reading, literature, nonprint media, and language for learning; and instructional use of emerging technologies. "Attitudes," the final section of Part I, gives attention to three significant areas: concern for students, adaptability, and professional perspective. Each item in Part I includes an annotation in which a rationale for the item is presented, distinctions between the preparation of elementary and secondary teachers are drawn (where appropriate), and an explanation or elaboration of the item—often with a concrete example—is included.

Part II discusses the kind of campus-based and field-based learning experiences which prospective teachers should have during their preservice education. Three assumptions underlie the suggestions for preservice experiences: prospective teachers of English language arts should (a) experience in their college and university classes effective models of instruction, (b) analyze and evaluate the nature of effective teaching, and (c) witness and practice various aspects of effective teaching. Part II thus outlines the nature of a preparatory program that incorporates the contents of Part I in the educational experiences of prospective English language arts teachers.

**Audiences for the Document**

It is the hope of the NCTE Standing Committee on Teacher Preparation and Certification that this statement will be read and discussed by administrators and curriculum planners—both in the liberal arts and in educa-

tion—in institutions that prepare teachers. This document is also addressed to members of state departments of education, to those responsible for the accreditation of institutions which prepare teachers, to those who plan inservice programs and activities for teachers, to state and federal legislators, to teachers of English language arts, and to the general public.

The Committee hopes that administrators and curriculum planners will embody the recommendations offered by this statement in instructional programs for teachers of English language arts. The Committee hopes that officers of professional organizations and state departments of education will consider these recommendations in developing standards for the approval of teacher education programs. The Committee hopes that accrediting agencies will expect that those who prepare programs for the education of teachers of English language arts will reveal that they are familiar with, and have considered thoughtfully, the recommendations offered here. Since inservice study is an increasingly important part of teacher education, the Committee hopes that those who plan inservice programs will deliberately design those programs to help teachers move toward the knowledge, pedagogical abilities, and attitudes presented here. The Committee hopes that state and federal legislators will embody these recommendations in legislation which could affect how teachers of English language arts are prepared. The Committee hopes that all teachers of English language arts, who increasingly bear responsibility for their own professional development, will follow these guidelines as they work to fulfill their responsibilities. And the Committee hopes that the general public will acknowledge these recommendations for the preparation of teachers of English language arts.

Though we certainly must respect the traditions of our own profession, we must also be aware of its inadequacies. We must promote changes in teacher education that respond to societal demands and keep abreast of new knowledge in our field. Recognizing, then, that the teacher of English language arts must respect and nurture students' intellects and imaginations, as well as help them find significant places in society, the Standing Committee on Teacher Preparation and Certification recommends the following guidelines for the preservice preparation of teachers of English language arts.

# Part I
# QUALIFICATIONS FOR TEACHERS OF ENGLISH LANGUAGE ARTS

KNOWLEDGE. Teachers of English language arts need to know the following:

**Language Development**

1. that growth in language maturity is a developmental process

   Elementary language arts teachers need a comprehensive understanding of developmental theories and processes by which children acquire, understand, and use language from infancy through childhood. This understanding is necessary for diagnosing and strengthening students' language abilities. The emphasis for secondary teachers should be upon ways to continue the development of students' language maturity through adolescence and beyond.

2. how students develop in understanding and using language

   In addition to knowing major developmental theories and processes of language growth, elementary language arts teachers must know fundamental principles and characteristics of child growth in a broader sense. Teachers must set their expectations of a child's language use according to that child's readiness and achievement level. Secondary teachers must know fundamental principles and characteristics of adolescent growth in order to set appropriate expectations for adolescents' developing language use. By basing their expectations of language use upon students' developmental levels, teachers can reduce learning anxiety and assist students in becoming linguistically mature.

3. how speaking, listening, writing, reading, and thinking are interrelated

   Language development occurs as students use all the language processes and understand the relationships among them. Oral language serves as the basis for learning reading and writing skills. Recent research indicates close relationships between language and thought development. Awareness of these principles and of the holistic nature of language and thinking enables teachers at all levels to use integrated approaches in teaching the language arts.

4. how social, cultural, and economic environments influence language learning

   Since students learn language through use and their need to know, the environments in which they function influence their language development. All teachers need to be aware of language diversity. With such awareness, prospective teachers at all levels can learn to help students recognize and use language appropriate to all occasions.

**Composing and Analyzing Language**

5. the processes and elements involved in the acts of composing in oral and written forms (e.g., considerations of subject, purpose, audience, point-of-view, mode, tone, and style)

   Research on composing processes has contributed many new insights to the profession in recent years. Both elementary and secondary prospective teachers of English language arts need to become versed in this body of research. Prospective elementary teachers must understand that rich oral language experiences, which often lead to writing, are important in the early grades. All teachers must know that much practice with expressive language (oral conversations and writing with one's self as the primary audience) is important, leading to writing with various purposes in a wide variety of forms for many different audiences. Learning about and practicing various aspects of composing processes—prewriting, writing, revising, editing, and evaluating—is crucial to achieving the knowledge required to teach those processes well.

6. major developments in language history

   Prospective teachers of English language arts must be prepared to help students see English as a language which has undergone many changes. These changes have kept the language vital and rich. Studies of intriguing developments in the history of language, in both elementary and secondary schools, can help students develop and maintain fascination with language use. Emphasis on understanding details of language history is more appropriate for the preparation of secondary teachers than for elementary teachers; however, elementary teachers should know, for example, the major periods of language history and significant changes in language use associated with those periods.

7. major grammatical theories of English

   It is important that prospective English language arts teachers at all levels know the sound system, the grammatical system, and the semantic system of English. They should have a thorough knowledge of at least one major grammatical theory, as well as an awareness of others. This knowledge enables teachers to help students understand their own oral and written language, as well as that of others.

8. how people use language and visual images to influence the thinking and actions of others

   Both elementary and secondary prospective teachers of English language arts must learn that verbal and visual languages are powerful influences upon human thinking and behavior. By examining various relationships between verbal and visual languages, prospective teachers learn how to distinguish among various purposes of language and learn how to achieve these purposes. With this knowledge, prospective teachers can help students recognize differences (for example) between fact and opinion and between truth and propaganda. Obvious differences of these kinds are appropriate for elementary levels; subtle differences, for secondary levels.

**Reading and Literature**

9. how students respond to their reading and how they interpret it

   Both elementary and secondary teachers of English language arts

must understand how students respond personally to literature and how they interpret it. In order to arrive at such understanding, teachers must ask questions at a variety of levels—questions which elicit both oral and written responses. Teachers must guide students toward becoming independently able readers by encouraging self-monitoring of reading habits and processes.

10. how readers create and discover meaning from print, as well as monitor their comprehension

    Understanding how people read enables English language arts teachers at every level to identify students' difficulties and capabilities with printed material. Such knowledge must inform any curriculum designed to increase literacy. Current theories and research suggest (a) that reading is a creative process in which readers use structures of previous knowledge and experience to make meanings from print, (b) that readers tend to respond in similar ways as well as in singular ways, and (c) that meanings and responses are sustained by readers' awareness of how satisfactorily they are comprehending what they read.

11. an extensive body of literature and literary types in English and in translation

    Literature that can capture the imagination of children and young adolescents is as diverse as the children themselves. Consequently, teachers of literature at all levels need broad and deep experiences with literature. Elementary language arts teachers must be especially familiar with children's literature, whereas secondary English teachers must be widely read in literature for adolescents, as well as in standard and classic works. As teachers strive to develop lifelong readers, they must be able to draw from the classics of adult literature and from classics and current works written specifically for students of the ages they teach. They must be able to discuss with their students the literature that those students have read and enjoyed. As they seek to expand their students' experiences with literature, they must be knowledgeable about literature by male and female writers, by people of many racial and ethnic groups, and by authors from many countries and cultures. As they work to develop and elicit critical insights by their students, teachers must draw on literature in many genres, from many historical periods, and of varying degrees of complexity.

12. literature as a source for exploring and interpreting human experience—its achievements, frustrations, foibles, values, and conflicts

    Teachers of English language arts must be aware of the unique opportunities literature provides for understanding human experience. As stated in *Essentials of English* (NCTE, 1983), "Literature is the verbal expression of the human imagination and one of the primary means by which a culture transmits itself." Literature also affirms our common humanity, illuminates our differences, and documents how different people at different times have perceived and approached an infinite variety of human problems and aspirations. As such, literature becomes the humane center of the English curricu-

lum, something which all prospective teachers of English language arts must appreciate and acknowledge.

**Nonprint Media**

13. how nonprint and nonverbal media differ from print and verbal media

We live in a world represented and interpreted by electronic media. Our students are greatly influenced by these media; thus, teachers of English language arts at all levels must know how, for example, television and computers differ from print media, especially regarding ways in which messages are communicated and stories are told. Comprehension of a medium such as television depends primarily upon recognizing and interpreting visual images, while reading comprehension primarily depends upon recognizing and interpreting verbal language. Teachers must know how to teach *through* these various media, as well as know how and what to teach *about* them. Thinking abilities—for example, reasoning, making inferences, and imagining—are best taught through both verbal and visual media.

**Instructional Media**

14. how to evaluate, select, and use an array of instructional materials and equipment that can help students perform instructional tasks, as well as understand and respond to what they are studying

Instructional materials and equipment for use in English language arts have expanded vastly in recent years. English language arts teachers need to know a great many representative books, magazines, and technological devices (e.g., videotape recorders and computers) that can help students learn more efficiently and productively. Prospective elementary language arts teachers must know instructional materials at their teaching levels; secondary teachers of English, at theirs. Both must understand the instructional uses of technology.

**Evaluation**

15. evaluative techniques for describing students' progress in English

Teachers at all levels need to become competent in applying a number of evaluative techniques, including the use of individual conferences, for determining and reporting student progress. They need to know several ways of evaluating student performances, such as holistic scoring and analytic scoring in writing. In addition, teachers should be proficient at "student watching" and other informal ways of describing student progress in all language processes.

16. the uses and abuses of testing instruments and procedures

While there are appropriate uses of information from standardized tests, there are also abuses and misuses of the results of such tests. Teachers at all levels need to be aware of the limitations of the uses of test data and the impact of tests on curriculum and instruction. Further, teachers need to consider the most appropriate formal and informal ways to assess or evaluate growth in language. They must be cautioned against relying solely on one type of testing instrument and/or testing procedure.

**Research**

17. major historical and current research findings in the content of the English curriculum

Both elementary and secondary English language arts teachers must know the major sources—e.g., books and periodicals—for research

findings in both the content of their discipline and the issues and trends which influence their curricula. They should develop the habit of staying abreast of current research in English language arts in order to maintain a vital teaching and learning environment for their students.

PEDAGOGY. Teachers of English language arts must be able to do the following:

**Instructional Planning**

1. select, design, and organize objectives, strategies, and materials for teaching English language arts

   The English language arts curriculum involves the interrelation of reading/literature, composition, listening, speaking, and viewing. Teachers must be able to create appropriate objectives for each aspect of instruction. Teachers must also be able to identify instructional strategies which are supported by current research and to develop, evaluate, and select materials relative to the objectives and strategies. Teachers should become familiar with state and/or locally established objectives, strategies, and materials and determine how effectively these address the English language arts curriculum.

2. organize students for effective whole-class, small-group, and individual work in English language arts

   Because the subject of English language arts contains so much that must be experienced and practiced, students often need to work as individuals, pursuing a program of reading, for example, or carrying out a project of personal interest. At other times, they will need to work in small groups in order to share their work with other students. At yet other times, an entire class may meet together for discussions and presentations. The skillful teacher must know which type of organization is best for the particular students involved and for the work they are doing. The skillful teacher must also know what problems exist with each type of class organization and how to make each type work successfully.

**Instructional Performance**

3. use a variety of effective instructional strategies appropriate to diverse cultural groups and individual learning styles

   Teachers of English language arts at all levels must be aware that learning styles and ethnic backgrounds, for example, influence students' language experiences and development. A single strategy for teaching language and literature may limit—even exclude—students' involvement and eventual success. Thus, teachers need to become knowledgeable about the various cultural backgrounds and cognitive characteristics of their students. With this knowledge, teachers must develop strategies which include the use of diverse materials, various types of classroom organization, and activities which allow a variety of responses and behaviors.

4. employ a variety of stimulating instructional strategies that aid students in their development of speaking, listening, reading, and writing abilities

   A major part of English language arts consists of skills in the use of

language that can be learned only in a setting that permits varied and extensive opportunities for students to practice and create. For example, students must be able to interact with one another about works of literature and their own compositions in order to develop the abilities to explore, analyze, synthesize, and evaluate. They must speak to many audiences and listen to many different speakers if they are to become skillful communicators. Only a classroom that is organized by many different strategies can provide such opportunities for students.

**Instructional Assessment**

5. ask questions at varying levels of abstraction that elicit personal responses, as well as facts and inferences

   Language is the vehicle for inquiry, which is a fundamental approach to solving problems and creating new knowledge. While responding to teachers' questions, students develop an inquiring habit of mind. By expressing their feelings and ideas, students become engaged on a personal level with what they are studying. Both elementary and secondary teachers must practice the art of asking questions in order to serve as models for their students and to help students recall, interpret, and comprehend.

6. respond constructively and promptly to students' work

   To be willing to risk failure, students must work in an environment that is positive and constructive, not punitive. In order to improve their work, students must confront their problems with the help of a skilled teacher. By the responses they receive, they come to understand the nature of their difficulties and how to overcome them. Particularly with younger students—but to some extent with all students—responses to projects many days or weeks old often do not matter very much. Critical response, therefore, must come promptly and begin positively if it is to be helpful.

7. assess student progress and interpret it to students, parents, and administrators

   The teacher's assessment of student progress should have as its major aim the improvement of performance. Therefore, assessment and its interpretation should give students a solid basis on which to build. In addition, this information must be understood by parents and administrators. Teachers must, therefore, be able to select, create, and use appropriate testing methods; establish valid grading systems; and communicate a realistic picture of student progress to any individual involved in the education process.

**Instruction in Oral and Written Language**

8. help students develop the ability to recognize and use oral and written language appropriate in different social and cultural settings

   The English language embraces many social and regional varieties. Each exists as a result of historical evolution. The version of the English language that many students speak will vary from what is currently accepted in formal writing and speaking, although with their friends and family members students use language which communicates effectively. Teachers must be able to plan activities that will help students assess the different situations they find themselves in and employ English usage required by those situations. At the same

time, teachers need to be able to strengthen students' pride in and respect for the variations of English that they and their communities use.

9. guide students in experiencing and improving their processes of speaking, listening, and writing for satisfying their personal, social, and academic needs and intentions

   Language is arguably the most important means by which people accomplish their goals. English teachers, therefore, must be able to create situations in which students discover the importance of language and gain skill in its use. Such situations will require that students have a variety of opportunities to use language. Actively using language, rather than passively listening to the teacher talk about it, is the essence of much student learning in the English language arts classroom.

10. guide students in developing an appreciation for the history, structure, and dynamic quality of the English language

    Students need to grasp concepts about the development of the English language and the systems by which it conveys meaning. They need to realize that the language has changed over time and that it varies from place to place and from culture to culture. They need to understand the causes of those variations. They need to understand that the invention of language is a process that is going on now and that they are part of that process. And they need to find excitement in their involvement with language. English language arts teachers at all levels must help students achieve that sense of excitement and pleasure.

**Instruction in Reading, Literature, and Nonprint Media**

11. guide students in experiencing and improving their processes of reading for personal growth, information, understanding, and enjoyment

    If students are to become independent, lifelong readers, teachers must assist them in acquiring the value of reading for many different purposes. Teachers at all levels must make available to students many types of reading materials appropriate to varied interests and reading levels. In addition, teachers must be skillful in making reading assignments, encouraging wide reading, and monitoring students' comprehension.

12. guide students toward enjoyment, aesthetic appreciation, and critical understanding of literary types, styles, themes, and history

    As students mature, they move from reading for escape to a greater concern for the ideas in the works they read. They also begin to respond consciously to the artistic qualities of those works. The skillful teacher helps students to deepen their experiences with literature and creates situations in which those experiences can be shared. Teachers must also help students acquire the ability to distinguish among literary types and styles, perceive thematic patterns, and understand the importance of historical contexts for literature.

13. guide students toward enjoyment and critical understanding of nonprint forms

Teachers must help students understand the techniques and objectives of the producers of nonprint forms, as well as perceive the effects of nonprint media on consumers. Teachers must also be able to guide students in preparing nonprint products, as well as foster the critical sharing of students' experiences as consumers of nonprint media. With growing appreciation and discrimination, students will sharpen their critical experiences with media.

**Instructional Uses of Emerging Technologies**

14. help students make appropriate use of computers and other emerging technologies to improve their learning and performance

Teachers must be able to instruct students in making use of word processing for all phases of the composing process. Teachers should be able to evaluate current computer software and other emerging technological innovations for appropriate uses in the teaching of English language arts. Teachers should be able to act persuasively in order to ensure that students have regular access to computers, software, and word processors for the purpose of strengthening and improving abilities in English language arts.

**Instruction in Language for Learning**

15. help students use oral and written language to improve their learning

Language is a powerful way of realizing, organizing, interpreting, inquiring, and comprehending. It is also crucial in decision making and problem solving. In short, language is a powerful way of thinking and learning. Students must engage in much talk and in many kinds of writing experiences both in the classroom and elsewhere. By creating many opportunities for students to talk and write together, teachers help students to invent and discover meaning.

ATTITUDES. Teachers of English language arts need to develop the following attitudes:

**Concern for Students**

1. a recognition that all students are worthy of a teacher's sympathetic attention in the English language arts classroom

Research suggests a high correlation between student performance and teacher expectation. Students sometimes receive differing responses from teachers based on such factors as standardized test data, past classroom performance, physical qualities, and sex stereotyping. Teachers at all levels should be sensitive to student needs so that all students, regardless of differences, receive encouragement and support.

2. a desire to use the English language arts curriculum for helping students become familiar with diverse peoples and cultures

In a multicultural society, teachers must be able to help students achieve cross-cultural understanding and appreciation. Teachers must be willing to seek and to use materials which represent linguistic and artistic achievements from a variety of ethnic and cultural perspectives. In such diverse cultural contexts, students explore their own perceptions and values.

3. a respect for the individual language and dialect of each student

Teachers must be prepared to treat respectfully the language and di-

alect which each student brings into the classroom, recognizing that every dialect has an appropriate use. Even while providing access to standard oral and written forms of English, teachers must establish an environment that encourages respect and appreciation for all languages and dialects.

4. a conviction that teachers help students grow by encouraging creative and responsible uses of language

   Growth in language facility occurs in classrooms where students experiment with language and receive respectful and appropriately critical response from teachers and peers. Teachers must build classroom environments characterized by both freedom and discipline. In such classrooms, students take risks by shaping complex ideas through language, and they learn to accept the kind of criticism which helps them expand their language abilities. Teachers must serve as models of creative and sensible responses to students' language.

**Adaptability**

5. a willingness to seek a match between students' needs and teachers' objectives, methods, and materials for instruction in English language arts

   Students have various needs and learning styles. While teachers must be able to prepare objectives, select instructional methods, and use materials for group instruction, they must also tailor instruction to particular needs and learning styles. They must be able to articulate to administrators, supervisors, and parents the rationales for their approaches to instruction.

6. a willingness to respond critically to all the different media of communication and a willingness to encourage students to respond critically

   Teachers must be prepared to make instructional use of students' exposure to and interest in a variety of communication media. Teachers must be willing to use nonprint media (e.g., television and movies), as well as print, to help students grow in both language development and understanding of human behavior. They should allow and encourage divergent responses to all forms of communication media in order to promote each student's critical thinking abilities.

**Professional Perspective**

7. a commitment to continued professional growth in the teaching of English language arts

   Teachers must acquire a sense of belonging to their professional community. They must both contribute to it and be nurtured by it; therefore, they must become active participants in local, state, and national organizations which promote their professional development. In addition, they must develop a commitment to lifelong learning through professional reading, staying abreast of both the content and methodology of their discipline. Teachers show professional commitment by seeking varied opportunities for growth.

8. a pride in the teaching of English language arts and a willingness to take informed stands on current issues of professional concern

   Caring about what one does is essential to success and self-esteem. Teachers who recognize the importance of their work are willing to

maintain an intense awareness of pedagogical and sociopolitical issues which directly affect them and their students. As a consequence, they will promote helpful changes and resist those they see as harmful.

9. a sensitivity to the impact that events and developments in the world outside the school may have on teachers, their colleagues, their students, and the English language arts curriculum

   The English language arts curriculum must consider matters which influence and shape human values and quality of life. Teachers must be constantly attuned to both immediate and long-term effects of social issues and world events. This sensitivity enables teachers to link vital issues and events with the goals of English language arts instruction. Such connections between school and the outside world sustain students' motivation to learn.

# Part II
# EXPERIENCES IN PREPARING EFFECTIVE TEACHERS OF ENGLISH LANGUAGE ARTS

Prospective teachers of English language arts should engage in both the on-campus and off-campus experiences described in this section. Taken together, these experiences will help prospective teachers to acquire the knowledge, pedagogical abilities, and attitudes described in Part I of this document. The ideas presented here are not intended to imply a single pattern for teacher education programs in English language arts. But even though no sequence of courses is specified, prospective teachers must be prepared to translate the discipline of English language arts studied in their major courses into a program that will be effective and productive for their students. Consequently, prospective teachers should be prepared in ways that will make them students of the teaching of English language arts throughout their teaching careers.

To be successful, a preparation program must (a) *provide prospective teachers with models of effective teaching* by means of the instruction they receive, (b) encourage prospective teachers to *analyze the nature of effective teaching*, and (c) place prospective teachers in schools where they can *observe and practice various aspects of effective teaching*. These experiences can be obtained partly in on-campus preparation; however, beginning early and continuing throughout their college programs, prospective teachers should also work frequently as tutors, aides, and interns in schools and in communities.

**Models of Effective Instruction**

If prospective teachers are to become good practitioners, they must experience effective teaching models and learn to translate those models into appropriate instruction at various grade levels. A successful teacher education program should include, then, (a) instruction based on a conception of the prospective teacher as an *active* learner, (b) teaching strategies in all courses (but especially in English language arts) that assure active student participation, (c) experiences that develop prospective teachers as effective language users, (d) instruction that models sound scholarship and reflects knowledge of research and theory, and (e) faculty attitudes that model concern for the individual student. These experiences will serve as a ground for the choices which students will make when they become teachers themselves.

Further, English and education courses should provide models of varied instruction. Since much instruction in colleges and universities consists of lectures, prospective teachers should receive a balanced program that will include instruction in large and small groups. They should also have opportunities for independent work—including, for example, the use of learning centers, individualized reading, and reading/writing groups. Since exposure

to a wide range of teaching strategies and styles probably will not occur without planning, designers of the program and teachers in it should organize instruction to ensure that students do indeed encounter such a variety of strategies and learning environments.

Instructors in each subject area should model good teaching appropriate to that area. Composition teachers, for example, should concentrate on developing students' abilities so that, as future teachers, the students will be aware of the processes and qualities of effective oral and written composition. Students should experience language as a vehicle for learning, for self-expression, and for communicating with themselves and others in various situations. If students use speaking and writing in these ways, they are more likely to incorporate varied and productive practices into their own instructional practices.

Instructors in linguistics should model ways to teach the various grammars, the history of the language, the relation between language and literature, the dynamic qualities of language, and the impact language has on its users. Students should emerge from these experiences with a sense of how oral and written language can be used appropriately in various settings and with an understanding of the ways they can use linguistic insights in their teaching.

Work in literature should include experiences in reading and discussing many kinds of literature. Although some of their literature study will include historical and textual criticism, students should encounter instructors who are concerned for the personal and aesthetic responses of readers. These instructors should serve as models of the art of teaching literature to evoke and enhance such responses.

Teachers of English language arts must adhere to a sound base of scholarship in all areas of their discipline, in the teaching and learning of English, and in evaluation. Faculty members who prepare such teachers must acquaint them with the research methodologies and materials of their discipline. Through faculty members' own involvement, prospective teachers should become familiar with major professional organizations such as NCTE and MLA; publications such as *PMLA*, *Language Arts*, *English Journal*, and *Research in the Teaching of English;* and meetings such as those of IRA, ALA, and NCTE.

An important but often ignored aspect of teacher preparation programs concerns the attitudes of prospective teachers toward the role of teacher and toward the disciplines they will eventually teach. Faculty members who work with prospective teachers, both in English language arts and in education, should be models of enthusiasm for their disciplines and for the act of teaching. In addition, they should reflect attitudes of concern toward students, viewing them as worthwhile individuals as well as learners.

Through experiences like those described above, students witness models of various methods of teaching and evaluation and are engaged in critical examinations of them. Most important, prospective teachers are actively involved in their own learning, using language as readers, writers, speakers, listeners, viewers, and thinkers.

**Analysis of Effective Teaching**

In addition to experiencing models of effective instruction, preservice English language arts teachers need to become serious students of teaching.

That is, they need to explore extensively the strategies that are likely to be most successful in teaching various aspects of their subject. They should be encouraged, therefore, to analyze the instruction they receive and observe, asking themselves such questions as "Why is it being done?" "Did it work?" "Why did it work?" "How does it work?"

To make such analysis possible, a preparation program should provide prospective teachers with the findings of research and theory related especially to the teaching of reading, writing, speaking, and listening. Prospective teachers also should understand the theory and practice of evaluating student progress in writing, oral expression, and response to literature and nonprint forms.

Consideration of the nature of effective teaching will be intensive in English language arts methods courses and should also occur in English courses, as students seek to discover patterns and rationales underlying instruction. In addition, prospective teachers need to explore the nature of effective instruction as they deal with learning theory, curriculum, child psychology, and adolescent psychology. Also, they need to develop skill in critically assessing instructional materials such as textbooks and audiovisual materials. Finally, prospective teachers should examine critically the evaluation techniques they experience and observe.

Prospective teachers should have opportunities to *do* the activities they will expect their own students to perform—e.g., keeping journals, writing in many modes, writing to different audiences in different voices, taking part in creative dramatic activities, responding to literature and nonprint forms—so that they can learn, analyze, and apply the processes they experience. To be more thorough students of teaching, prospective teachers should work with many different kinds of students, including those from different ethnic groups, cultural backgrounds, exceptionalities, and levels of maturity and academic ability. They will need to have many opportunities to study the relationships between language usage and the differing characteristics of students. Since, in most cases, they will themselves have been successful students of English language arts, preservice teachers must have opportunities to understand better the problems of students who are less able in language and to develop teaching strategies that are effective for them. Finally, in order to become successful students of teaching, they must understand that effective teaching is itself a lifelong learning process which demands self-criticism and growth.

**Observation and Practice of Effective Teaching**

Students' on-campus experiences should be balanced with considerable time in schools, observing and assisting model teachers who incorporate research and theory into the teaching of English language arts. These field-based experiences should be included throughout the academic program, culminating in the full instructional responsibilities of student teaching. Through extensive and varied clinical experiences, prospective English language arts teachers should observe and assist experienced teachers who plan carefully and use many instructional strategies well.

In the observing and practicing phases of the field experiences, it is crucial that (a) the proper environment is established for gaining insight, (b) the cooperating teachers are carefully selected to be representative of the best teaching of English language arts, (c) the instructional events observed

are chosen to provide a comprehensive picture of excellent teaching, and (d) the prospective teachers, through such activities as journal writing, interviewing, and discussing, have opportunities to analyze the teaching they witness.

On-campus experiences can promote the attitudes and practices of a scholar/teacher, but only in the internship period can these attitudes and practices be truly shaped. Many student teachers traditionally have seen their roles as conforming, carrying out a set of instructions, and passing on to others what is already known. Such mechanistic teaching behavior is inconsistent with the nature of professional growth, the reality of education, and the maturation of children and adolescents. Student teaching programs should give prospective teachers opportunities to apply the knowledge and abilities they have acquired. Cooperating teachers and college supervisors should encourage student teachers to explore, to invent, and to discover; therefore, student teachers should spend considerable time practicing different aspects of English language arts instruction, including evaluation of student performance. Partly in simulated situations, but largely in the classroom itself, they should be given full opportunities to try out what they have learned and to reflect on the results of their teaching. It is essential in this phase of the program that the curriculum student teachers follow and the techniques they employ reflect the best in English language arts programs.

Because cooperating teachers are often profound and lasting influences on the student teacher's instructional styles and attitudes, they must be effective teaching models and skillful learners who can help prospective teachers achieve their potential. Model cooperating teachers tend to see themselves as classroom researchers. They seek to learn more about language and literature both by keeping current in research findings and by studying their students' interests and activities—the literature they read, the films they see, the language they use, the ideas they explore in class, the papers they write.

It is important that cooperating teachers show enthusiasm both for English language arts and for teaching. Such teachers see themselves as engaged in the act of learning, as well as in teaching; therefore, they are active professionally, both through scholarship and through involvement in local, state, and national professional organizations. They show an awareness of and intense interest in the issues and problems of education in general and English language arts in particular. They encourage such attitudes among prospective teachers by discussing issues with them, suggesting books and articles, and linking them with professional organizations.

Model cooperating teachers are skillful in asking questions that tap a variety of their students' cognitive abilities and elicit thoughtful oral and written responses. They encourage students' self-questioning behaviors and self-monitoring of comprehension. They also promote discussions leading to rich interpretations of texts. Further, they make students aware of connections between and among all language processes.

Guided by an understanding of how students' abilities develop in English language arts, model cooperating teachers choose, design, and apply evaluations that reveal students' strengths and weaknesses more to chart

growth than to determine grades. The model teacher involves student teachers in designing evaluation tools and in evaluating both published and teacher-prepared tests.

Perhaps the most important quality which undergirds the characteristics of model cooperating teachers is a genuine concern for students and their learning, both in the school and in the community at large. This same concern extends to their guidance of the student teaching experience. They provide an environment that promotes invention, discovery, and growth. They encourage experimentation with instructional procedures for implementing the curriculum; they guide material selection; and they offer support while student teachers explore themselves in their acts of teaching.

**Conclusion**

Although there are other features of teacher preparation programs that help to produce effective teachers, both research and experience suggest that the models whom prospective teachers see in their college or university classes and during their internships have a major influence on the development of their teaching attitudes and practices. The evidence is persuasive that teachers who see themselves as students of teaching are the ones who continue to grow as individuals and as professionals. The opportunities provided the preservice teacher to practice, to invent, to explore, and to experiment are vital if that individual is to see teaching as a dynamic profession rather than as a static activity. Therefore, whatever format and set of courses a program may include, if the program is to be truly effective it should address the concerns and follow the guidelines outlined in this document.